

Final Portfolio

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Teaching with Technology

AL 881

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Reflective Statement

Introduction

This document is a compilation of what could be used for an online class, Composition 1 as taught at Lansing Community College (LCC). It includes all the necessary material for the student and the instructor. A prototype of the online Web site has also been designed to accompany this material. The class is designed to meet the given parameters that are required for a community college that serves both traditional and non-traditional students. The typical technological and educational background of the student at this institution is taken into consideration in the design of this class. The decisions on what to incorporate into this design, use of technology, and accessibility were all a result of the studies in Teaching With Technology (AL881), additional research on theoretical constructs for developing online pedagogy, and years of experience in talking to students while working at the LCC Writing Center

Most of the documentation is designed and written by myself; however, the departmental syllabus and grading rubric are required documents that are produced by the department. Any other credits are noted in each section. Special thanks also goes to Kim Cole who let me examine her syllabus which she designed for a traditional class, I used her reading assignments from one of the textbooks; however, the rest of the assignments are specifically designed for this portfolio and to take advantage of the online mode of delivery.

Theoretical Background

The class, Teaching with Technology, has been truly transformative in my thinking about using technology in my teaching, and even how I use it in my learning process. I truly love technology, and I enjoy trying new things; but as a result of this class, I have actually minimized my use of technology in teaching. Instead of just using things because they exist, or because they are impressive, I now try to think of the learning process of my audience and only use what would be most beneficial to them.

When I started this class I felt like a person wanting to build a new house. The general blueprints were in hand, the land had been cleared, and the hole had been dug in the ground. The material and training from this class laid the foundations for my future and as I continue to research and learn more about developing best practices for working in the virtual environment.

During the class and symposium I found many new and exciting tools, such as Eli Review that is designed by educators and for the use of educators. Innovations such as these can harness the potential of online education. However, from my experience and research, I found that simply adding new tools without being thoughtful about how they perform for the students, or the changes in pedagogy that are required to optimize the learning experience, will not result in positive outcomes.

A newly acquired book at the MSU library, *Enhancing the Quality of Learning: Dispositions, Instruction, and Learning Processes*, includes a section “Using Technology to Foster Meaningful Learning Environments” which had a statement that I wholeheartedly agree with, “Our conclusion via massive empirical evidence is that technology can significantly improve learning environments, but only when *properly* implemented –that is improving pedagogy” (Kirby and Lawson 228). They found that teachers tend to avoid technology; or if they use it, the adaptation is done in an ad hoc manner or based on anecdotal evidence. This is quite a contrast with the ideal situation where the instructor would have pedagogical practices based on real research.

If used correctly, technology can be as seamless as using a chalkboard or having students sit in a circle around the professor as they interact in a Socratic fashion. Our computers, screens, remote contacts, and eventually holographic presence are simply new methods of accomplishing the age-old task of teaching. Yet, the potential of this new environment removes the limitations of time and space for immediacy. Students or the instructor can interact from anywhere in the world where there is an Internet connection. Things can be recorded so that the student can absorb the lecture materials during times when the student is free. This allows for continuing education for students who have work and family responsibilities and cannot stop everything else in their life so they can pursue an education.

Another important factor for online education is checking validity and verifying that the student did indeed do the work that they claim to have done, also to verify that the instructor has supplied the information and opportunity for the student to learn; these are another area of focus that is receiving considerable research, but not a part of my current focus.

Modifications

I have made many modifications to the traditional syllabus, lesson plans, and design choices as a result of my research. In areas of technical design I felt is important to be sensitive to the technological limitations of the students. The learning goals have been carefully written using a digital redesign for Bloom’s taxonomy of higher order thinking skills (Churches). I designed each learning goal to assure that each one of these higher order-thinking skills is addressed in the teaching process. I also redesigned each lesson to make sure that all of the learning goals were incorporated throughout the class. I interpolated the Value, Attitude, Knowledge, and Skill graph into my learning grid to act as a further check that every activity has a purpose and is moving towards helping the student achieve the learning goals. The grid also shows visually that all learning goals are solidly based on theoretical constructs which are essential to future learning success.

Innovations

Some of the innovations for this class are still in the theoretical stages; other “innovations” are simply putting together material that already exists in various places. The assignment dates, writing activities, and lesson goals were initially created in Excel to aid in design implementation and ease of future changes.

Lesson due dates as a project management workflow

Often students focus only on due dates and start their work only to finish on time. By using concepts from project management I was able to make graphs that show the students in a visual format that writing tasks should start long before the due date; also, that writing activities are not fixed and single activities but a process which should continue as more information is acquired. For example, developing a thesis should change as the student does more research about the topic and starts outlining their paper. I feel that by seeing how the activities should have a start date and how they overlap, the student will be better able to manage their time and succeed in the class. Additionally, by using Excel to write out the timeline I can plug the first date of the semester into the spreadsheet and all the other dates will automatically propagate. I can also export these dates into a Google calendar that the students can subscribe to; therefore they can be reminded of upcoming deadlines.

Learning goals using a modification of Bloom’s taxonomy of higher order thinking skills

These goals use terminology for skills that are needed for today’s digital writing environment. It makes Bloom’s taxonomy more current and shows students how they regularly utilize many of these skills. As discussed in my modification section, this design helped assure that lesson goals are solidly founded on well established theory. Also, this demonstrates that all of the lessons address different aspects of these goals.

Discussion Circles

Instead of the traditional Discussion boards where all the comments are in straight rows and stiff columns, the discussion circle is more like rearranging the tables in a virtual room so participants can sit in circles and discuss topics. It allows the users to quickly see where most of the activity is happening in a discussion by the circle growing in size as it is utilized more. Also, the circle takes away the strict hierarchical format where the person who posts the initial comment becomes the “head” of the table, and others feel that their comments are relegated to only supportive or polite disagreements. By making a discussion “circle” it is easier to get a more egalitarian response. This innovation is still at the theoretical stage, but after talking to some programmers I feel that it is very possible to develop.

One Stop Interaction Point

In interacting with students who have online classes some of the biggest complaints I hear is when students either: the professor has not organized the material in ways that the students can easily find things; or, the students have to go to multiple locations to finish their tasks. They usually do not complain to the professor (they don't want to lower their grade) but they complain to others and admit that they often don't complete extra activities because they don't like searching for links and logging into and out of sites.

Expectations

By developing this material I better understand the challenges that face educators when moving to the online environment. I also see the imperative to better train educators who are teaching using the Web. Many of the articles I read while preparing my material talked about the importance of changing pedagogy for improving success in the online environment. One researcher, a prolific author and speaker involved with online educational initiatives, professor Charalambos Vrasidas emphasizes the importance of quick feedback from the instructor and that the instructor should provide a model in participating in discussion forums and interaction with the students throughout the course (Vrasidas, 110). This is quite a change from the typical method of the instructor purposely diminishing their presence as the students learn more and start to take ownership of the material. These studies found that since the visual and audible cues normally available in a traditional classroom are missing, it is more important to provide extra "presence" through written comments to assure the students that the instructor is still involved and still watching their progress.

Coming from a department where the theoretical constructs and levels of analysis are more empirical and mechanical (Telecommunications, Internet Studies, and Media/Computer Information Management) enrolling in this class and participating in the forum was almost like a novice kayaker being thrown into whitewater rapids; my initial goal was just trying to survive as the waves of new terminology washed over my head. Yet, after a short period of panic I found that I really enjoyed working with the new theoretical constructs. Teaching with technology is truly the reason that I went to graduate school and this class has pulled together all of the disparate concepts and ideas that I have seen as full of potential and yet problematic.

Currently I am working on the focus of my future research and I see the need to measure why students are not more successful in the online environment. The potential for equal, if not superior, achievement is there in the online format; yet the actual experience, especially with non-traditional or marginalized students, is a disproportionate level of failure. Hopefully, as researchers continue to improve the interface of online education, usability will improve. At the same time, it is essential for educators to examine pedagogical methods to see how these need to be adjusted for the new environment.

Online education has amazing potential, it offers potential that may democratize education and change universal views of the purpose and role of education. Instead of viewing education as a specific phase of one's life, available only to the upper and middle class, education will be viewed as a life-long process and necessary for jobs at all levels. Eventually Web based education will be improved and widely adapted; however, if we are able to improve it sooner and more effectively it will offer more opportunities to individuals and people groups that would otherwise be left behind.

Works Cited

- Churches, Andrew. "Bloom's Digital Taxonomy" *Tech & Learning*. Tech & Learning, 2008. Web. 2 Aug. 2012.
- Kirby, John R. and Micheal L. Lawson, eds. *Enhancing the quality of learning: Disposition, Instruction, and Learning Processes*. New York: Cambridge University Press, 2012. Print.
- Vrasidas, Charalambos and Marina S. McIsaac. "Principles of pedagogy and evaluation of Web-based learning. *Education Media International*, 37(2), 105-111. Web 2 Aug. 2012

Sample Material

Sample Site

A sample website has been developed to demonstrate the general layout and interactivity of what I propose in my Reflective Statement. The Vimeo videos are not included since these would be developed once the contract for teaching the class and the final requirements were defined. However, the layout, basic sections, and organization are developed to illustrate my vision of a central spot of access that is visually appealing and easy for students to use. The original prototype for the symposium has been modified from suggestions at the symposium to increase visibility and make the design more gender-neutral. Some of the writing resources from the links have been incorporated into the required readings for the papers so that the students will read the material that I felt was most crucial for their understanding the tasks.

All of the photographs are taken and edited by me. The basic shell for the site was from a free template (as given credit within the code) but the layout and colors were modified for the class. It is hosted on my personal site. If I had developed it for a client the charges would be about \$700 before adding the videos. Once I have the shell, to modify for future classes is fairly simple. The costs to develop the Discussion circle application are unknown at this time.

The URL for the website is-

<http://www.beachcomberdesign.com/AL881/modifiedSite/index.html>

Class Syllabus

Instructor: Ruth Shillair
Shillai7@msu.edu
Office hours by arrangement

Online Writing 121 Syllabus Spring 2013

Lansing Community College English Department Course Policies:

Please read the document over, I will be following the policies outlined in the official department course policies, these are **in addition** to the policies outlined below.

Contacting me:

The best way to reach me is via email. I check emails frequently, but any emails after 10:30pm or before 8:00am will be answered as soon as possible. I have many other students so a complex question may take a little longer. If you do not hear from me in 24 hours please email me again.

To make sure your email isn't lost, put our class title WRIT 121 in the subject line.

I would be happy to set up a face-to-face meeting if you have any questions. I also love meeting students via Skype, or we can just talk over the phone. Please email me for my contact information and we can set up a time to talk either face-to-face, on the phone, or via Skype.

Books and Supplies:

I will have enrichment readings with links in our online sources page. These offer a lot of insight in essay writing from great resources. These are free—enjoy them!

The Academic Writer: A Brief Guide, 8th Edition by Lisa Ede

This is our basic text and has a lot of great ideas to help you understand analysis and writing.

A Pocket Style Manual, 6th Edition (PSM) by Diane Hacker.

This is a great book to have for the rest of your college career. It covers all kinds of citation styles, common grammar mistakes, how to cite correctly, and has a new section of using online sources. Get it. Now.

A subscription to Eli Review. This is purchased online at <http://www.elireview.com/get/> it is \$25 for one year access. If you do not have a credit card or use financial aid to purchase your supplies, just send me a quick email and we can help you get started. We will be doing all our peer review in this environment so it is **ESSENTIAL** that you get this.

Attendance and Participation Policy:

I do follow the LCC required policies. If you do not complete your first week's assignment by the deadline you will be administratively dropped from the class.

Since we do not meet face-to-face, the activities that normally occur during that time: lectures, peer review, and classroom discussions will happen in the online environment. In planning your schedule plan four hours a week in online participation **in addition** to the same amount of time you would normally have for studying and writing in a traditional class. To do well in this class allow ample time for reading online posts and documents, view videos, read your classmates papers and offer thoughtful comments. In the end, the time commitment to this class is approximately the same as a very involving face-to-face class.

The time you save by enrolling in an online class is the time you would normally spend driving to LCC, parking, and walking to class.

Attendance is a part of your grade- interaction in the message boards, emails to me, and feedback on your classmates papers all counts as your “attendance”. A “secret” word to show that you have watched the entire video, or listened to a lecture will be within the lecture. This word you include in your email to me to show that you have listened to the lecture.

Plagiarism:

Citing sources properly is an important skill that you will need for the rest of your life. Being sloppy about crediting sources or not paraphrasing correctly can hurt your career and future. Don't even think about taking a paper straight from the Internet or hiring a service to write your paper for you; this Writing 121 teaches basic principles that are helpful for writing all future classes, if you master this material it will make all your future classes much easier.

Grades:

- **Course Portfolio:** For all WRIT 121 classes 60% of the grade is determined by a portfolio that is reviewed by outside readers (other professors). The other professors determine whether the pieces are at least a 2.0 (competent), if it passes the outside readers then I will determine the final grade. The portfolio is made up of two of your best and polished essays. Any essays that contain research or information learned from other sources (TV, Youtube, Internet, books, magazines) must have the sources cited correctly and a Works Cited page; however, one essay may be based on personal experience and not have references. Essays used in the portfolio must be ones that were already evaluated in our writing process.
- **Class Work:** 40% of your grade is your participation in the class discussions, review of classmates' papers, and submission of drafts. Everything counts, if you have done well in the review and revision process your portfolio will be much stronger and do better as well.
- **Evaluation Points:** Each lesson plan includes points given for all elements of the project.

Late Assignment Policy:

Late papers will not be accepted. The due dates are posted on our schedule and interaction page. Please submit them ahead of time. If you submit a paper and then make revisions before the due

date you can re-submit as long as it is **before** the due date. **DO NOT WAIT UNTIL THE LAST MINUTE** to submit your paper – the servers can go down unexpectedly –plan ahead.

Writing Assistance:

There are several places where you can get feedback on your writing and answer questions you may have.

- **The Writing Center.** They can: give you feedback on your paper, look at structure and content, discuss word choice and mechanics. Call them at 517-483-1907 or visit the Web site at <http://www.lcc.edu/as/writingcenter/>
- **Tutoring services.** They can help set up regular times to meet with a tutor and go over basic writing principles- 483-1222
- **Library.** The librarians are very helpful in research questions and citation issues. Call 483-1657, or just visit the library.

Learning Goals:

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or a report.
- Students will be able to retrieve and select a reliable source.
- Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.
- Students will construct Works Cited pages and in-text citations using MLA format to correctly attribute others' works and ideas.
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.
- Students will learn how to evaluate and provide constructive suggestions to the classmates' writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to write in a clear and persuasive manner and present an idea in the analytical expository format.

Grading Scale

For the entire course there are 1000 points possible. The portfolio is worth 600 points; the projects add up to 400 points.

<i>Points</i>	<i>Percentage</i>	<i>Grade</i>
910-1000	91-100%	4.0
860-909	86-90%	3.5
810-859	81-85%	3.0
760-809	76-80%	2.5
710-759	71-75%	2.0
660-709	66-70%	1.5
620-659	62-65%	1.0
619 or less	Less than 62%-	0.0

Required Departmental Class Policies

Lansing Community College English Department Course Policies

Effective Spring Semester 2012

Attendance

I. Students are responsible for all of the work of the class, whether they are present at class meetings or not, The instructor is not obligated to re-present instruction the student has missed.

II. Week 1: A student who misses the first 3 instructional hours of a 3-credit class, or 4 instructional hours of a 4-credit class **may** be administratively withdrawn.

III. Week 2: College Policy states that any student who misses the first two calendar weeks of class **will** be administratively withdrawn by his/her instructor.

IV. Weeks 1-14: A student who misses two weeks of instructional time for any reason during the first fourteen weeks of the semester **may** be administratively withdrawn from the class.

- "Two weeks" is defined as 6 instructional hours for 3-credit classes and 8 instructional hours for 4-credit classes.

- Students who change sections will not be penalized if they have been attending another section of the same class.

- Instructors may count late arrivals or early departures from class as partial absences.

- Missed conferences may count as full absences.

- Students who audit are exempt from this policy.

- V. Exceptions to the attendance policy may be considered on an individual basis by the instructor.

Administrative Withdrawal

I. Withdrawal for Non-attendance. See Attendance above.

II. Withdrawal for Behavior that Interferes with the Instructional Process:

A. An instructor considering withdrawal of a student for disruptive behavior (behavior that interferes with the instructional process) should consult with the department chairperson as early as possible.

B. Ordinarily, a procedure of warning a student and establishing guidelines for acceptable behavior must be gone through before the student can be withdrawn for behavior that interferes with the instructional process. The instructor should talk with the student as soon as possible. Additionally, there usually should be a written warning and then another infraction

before the student is withdrawn. Guidelines for acceptable behavior should accompany each warning, and should be in writing if the warning is written.

C. If a student refuses to communicate with an instructor about disruptive behavior, the instructor may initiate the administrative withdrawal without further effort or warning.

D. The instructor considering and initiating administrative withdrawal for disruptive behavior should document each step he/she takes, and should forward copies to the department chairperson and to the Director of Student Compliance if the disruptive behavior is repeated or serious.

E. Violence or behavior which is otherwise disruptive and not readily controllable should be reported to Public Safety immediately by calling 911 from a campus phone. The instructor should know the location of an accessible College phone near to his/her classroom for that and other emergencies.

F. If disruptive behavior appears to be caused by a serious health problem (physical or emotional), the College's "Procedures for Resolving Health-Related Student Problems" should be followed

Grade at Time of Withdrawal

All English Department courses adhere strictly to College policy regarding student-initiated and administrative withdrawals.

In the case of sixteen-week classes, this policy is as follows:

Weeks 1 and 2: All student-initiated and administrative withdrawals will result in no course shown on the student's academic record. Faculty signature is not needed for student-initiated withdrawals.

Weeks 3-8: All student-initiated and administrative withdrawals will result in a W for the course shown on the student's academic record. Faculty signature is not needed for student-initiated withdrawals.

Weeks 9-14: A W may be given only if the student is passing the course (1.0 or higher) at the time of withdrawal. The student who is not passing cannot withdraw or be withdrawn and must receive a 0.0 for the course. Faculty signature is needed for student-initiated withdrawals.

Weeks 15 and 16: No student-initiated or administrative withdrawals are permitted.

Academic Negligence and Plagiarism

I. Academic Negligence means unknowingly or unintentionally claiming credit for the work or effort of another person (Art. I, Student Code of Conduct). It also includes the failure to fully and clearly attribute the work of others incorporated into one's own work. Academic Negligence often involves the lack of skill/knowledge on the part of the student, and usually is resolved as the student progresses through the semester and learns about attribution and documentation. Engaging in academic negligence is a violation of the Student Code of Conduct.

- A. The first incident will result in a warning and may result in a reduced grade up to and including a 0.0 for the assignment. Documentation of the student's academic negligence may be forwarded to the Office of Student Compliance. The student may be required to attend an academic negligence session with Tutoring Services.
 - B. The second and subsequent incidents may result in a reduced grade up to and including a 0.0 for the assignment. Documentation of the student's academic negligence may be forwarded to the Office of Student Compliance.
- II. Plagiarism includes, but is not limited to, the use, by paraphrase, direct quotation, or incorporation of the published or unpublished work (text, image, audio) or ideas of another person(s) without full and clear attribution. Plagiarism includes the unattributed use of material prepared by another student or agency engaged in the selling of term papers or other academic materials (based on Art. I, Student Code of Conduct). Plagiarism involves intentional misrepresentation by the student. Committing plagiarism is a violation of the Student Code of Conduct.
- A. On the first instance of instructor documented plagiarism, the student may receive a reduced grade on the assignment and may receive a 0.0 for the course. Documentation of the plagiarism will be forwarded to the Office of Student Compliance.
 - B. On the second instance of instructor documented plagiarism, the student will receive a 0.0 on the assignment and will receive a 0.0 for the course. Documentation of the plagiarism will be forwarded to the Office of Student Compliance.

Incomplete Designation

I. In accordance with College policy, an instructor may approve a student-initiated request for an Incomplete if 80% of the course work is completed and the reason appears sound. It is recognized that the 80% figure (whether measured in terms of class meetings or graded work) is a bench mark, since weighting of exams and other work varies among programs and courses. The intent is that only a small portion of work remains.

II. An instructor must file an "I" grade on-line with final grades, providing full information about completing the work and assigning a final grade. The instructor will also indicate what grade should be assigned if no further work is completed. This grade is determined by the appropriately weighted marks the student has earned on course work completed, minus missing assignments, which are counted as zeros.

III. Allincompletes must be made up by the end of the next regular semester (summer session is excluded) or earlier if an earlier deadline is established by the instructor or department. An extension may be granted if requested in writing by the student and approved by the instructor and department by the last day of the deadline; otherwise the "I" will be converted to the grade specified if no further work is completed.

Late, Make-up, and Extra Credit Work

Late-work policies will be determined by individual instructors. Late papers might not receive instructor comments. Late papers and other late assignments might not be accepted.

Extra credit may be available in this course. This information is provided by the section instructor.

Classroom Visitors (Persons Not Officially Enrolled in a Section)

College Policy

Only those persons enrolled in a class, or those persons who have authorization to be in attendance for a particular class, will be permitted to attend the class. Authorized persons may include, but are not limited to, those individuals hoping to gain a seat in a particular class pursuant to opening seats, those persons in attendance to assist students identified by the Office of Disability Support Services, guest speakers, and/or a prospective student wishing to attend the college during an upcoming academic year. If an unauthorized visitor refuses to leave a classroom or laboratory, assistance should be sought from the department chair, dean's office, and/or Public Safety.

Faculty members will have discretion relative to permitting visitors into a classroom or laboratory, consistent with department policy. Appropriate consideration should be given to issues of safety, resources, fairness, disruption, etc., before allowing such visits. Due to liability concerns, faculty should notify their department chair or designee about visitors in the classroom at least 24 hours prior to the class meeting. In situations where 24-hour advance notice is not possible, the department chair or designee should be informed at the earliest opportunity. Departments may establish procedures regarding students sitting in on a closed section. Children under the age of 16 must be accompanied by a parent or guardian at all times while on campus. Exceptions are made only for enrolled students whose parent or guardian has signed a written release of responsibility. The learning environment of classrooms and labs must remain free of distractions for students. Children must remain out of these areas. Children enrolled in LCC classes requiring access to labs and classrooms where there is equipment and/or supplies that might prove dangerous will need to provide a signed release form from their parent or guardian.

English Department Policy

Room occupancy guidelines established by the Fire Marshal must be observed at all times.

Student assistants provided by the LCC Office of Disability Support Services are to be accepted as classroom visitors.

Students sitting in on a closed section waiting for a seat to become available may remain as a visitor only until the end of the second week of the semester. No seats will open after this time.

Assistance with unauthorized classroom visitors should be sought directly from the LCC Department of Police and Public Safety, GB 251, 483-1800. Incidents should be reported to the English Department Office.

Departmental Grading Rubric

(Student handout is printed in landscape orientation)

English Department
 LANING COMMUNITY COLLEGE
 WRT 121/131: WRITING STANDARDS

	Content	Structure/Organization	Style	Mechanics
4.0 (Excellent)	Topic is extremely well selected for a college-level audience. Ideas are chosen and developed with excellent insight, unity, and clarity. Thesis provides excellent focus on analysis of topic for length of paper. Support is effective (accurate, relevant, substantial).	Overall plan enhances purpose. Placement of thesis is effective. Division, sequence, and connection of ideas in paragraphs and sentences are very useful and coherent.	Given purpose and audience. Point of view (person and tense) is very appropriate. Sentences are very clear, concise, and appropriate. Word choices (tone and level) are very appropriate. Sources are incorporated smoothly and clearly.	Mechanics Reader is not disrupted by major or minor errors in grammar, punctuation, spelling, word usage, or MLA documentation, and formatting.
3.0 (Good)	Topic is well selected for a college-level audience. Ideas are chosen and developed with good insight, unity, and clarity. Thesis provides good focus on analysis of topic for length of paper. Support is usually effective (accurate, relevant, and sufficient).	Overall plan assists purpose. Placement of thesis is useful. Division, sequence, and connection of ideas in sentences and paragraphs are usually useful and coherent.	Point of view is usually appropriate. Sentences are usually clear, concise, and appropriate. Word choices are usually appropriate. Sources are usually incorporated smoothly and clearly.	Reader is not disrupted by major errors and rarely by minor errors in grammar, punctuation, spelling, word usage, or MLA documentation and formatting.
2.0 (Satisfactory)	Topic is adequately selected for a college-level audience. Ideas are chosen and developed with adequate insight, unity, and clarity. Thesis provides adequate focus on analysis of topic for length of paper. Support is generally effective (accurate, relevant, adequate).	Overall plan adequately matches purpose. Placement of thesis is adequate. Division, sequence, and connection of ideas in paragraphs and sentences are generally useful and coherent.	Point of view is generally appropriate. Word choices are generally appropriate. Sources are generally incorporated smoothly and clearly.	Reader is rarely disrupted by major errors and occasionally by minor errors in grammar, punctuation, spelling, word usage, or MLA documentation and formatting.
1.0 (Poor)	Topic is poorly selected for a college-level audience. Ideas are sometimes not clear or unified or show inadequate clarity. Thesis provides poor focus on analysis of topic for length of paper. Support is sometimes sketchy, irrelevant or untrue.	Overall plan is ill-formed. Placement of thesis is weak. Division, sequence, and connection of ideas in paragraphs and sentences are sometimes inadequate or incoherent.	Point of view is sometimes inappropriate. Sentences are sometimes unclear and wordy. Word choices are sometimes careless or vague. Sources are sometimes incorporated vaguely or carelessly.	Reader is sometimes disrupted by major and minor errors in grammar, punctuation, spelling, word usage, or MLA documentation and formatting.
0.0 (Failure)	Topic is poorly selected for a college-level audience. Ideas are often not clear or unified or lack critical thought. Thesis does not exist or match points. Support is often sketchy, irrelevant and/or untrue.	Overall plan is not clearly apparent. Division, sequence, and connection of ideas in paragraphs and sentences are often inadequate or incoherent.	Point of view is often inappropriate. Sentences are indirect, loosely worded, and unplanned. Word choices are often careless or vague. Sources are often vague, careless, or inappropriately incorporated.	Reader is often disrupted by major and minor errors in grammar, punctuation, spelling, word usage, or MLA documentation and formatting.

Critical thinking is involved in all choices made in Content, Structure, and Style

Supplemental Grading Rubric for Class

Summary of Grading Rubric

Questions to ask yourself BEFORE you hand in your paper-

Content

- **Topic**
 - Is the topic interesting and complex enough for a college audience?
- **Ideas**
 - Are the ideas clear, show thought and free from fallacies in reasoning?
- **Thesis**
 - Does the thesis match the paper and the paper effectively cover the thesis?
 - Is the thesis clear and placed in an effective place in the paper?
- **Opposition or alternate viewpoints**
 - Does the paper show understanding of all sides of the issue? Is respect shown for alternative viewpoints (no name calling)?
- **Details**
 - Do the details add to the paper, is the paper engaging and interesting to read?

Structure (Organization)

- **Overall Plan**
 - Is there a logical plan for the arrangement of the ideas, paragraphs and sentences?
- **Placement of thesis**
 - Is the thesis in an effective location to help the reader understand the point of the paper?
- **Division, sentence and connection of ideas**
 - Are the ideas laid out in a way that makes sense?
 - Are the transitions between paragraphs smooth and effective?

Style

- **Point of view (person/tense)**
 - Is the point of view appropriate and most effective? (This could be first person- I, me, us- which we try to avoid in a college research paper; second person –you, your –which we definitely avoid as it points a finger at the reader; and third person –he, she, students, professors –is most commonly used as it is considered more professional and objective).
 - Is the tense appropriate (past, present) and most of all is it consistently and correctly used?
- **Sentences**
 - Are the sentences clear?
 - Does the order of sentences make sense?
- **Word Choices**
 - Are words used correctly?
 - Are words repetitive?

- **Sources**
 - Are sources valid, based on reliable scholarly sources?
 - Do you have at least several Journal or peer reviewed sources?
 - Have you avoided using web based sources that are not produced by academically respected sources? (Wikipedia can be edited by anyone, therefore is not considered a good final source, however you can use it to find the original sources. Good web based sources include government or university sponsored research).

Mechanics

- **Grammar**
 - Is your grammar correct?
 - Did you read your paper out loud, or have a friend read it out loud?
- **Spelling**
 - Is your spelling correct? (If there is a red wiggly line under a word, check it out).
- **Punctuation**
 - Is punctuation correctly used? (Punctuation is like traffic signs to guide the reader and help clearly express what you want to say.
- **MLA documentation**
 - Is the MLA documentation in the correct form?
 - Did you check the periods, commas, italics, and semicolons in the MLA,? (Each one has been carefully designed for this format of citation)
 - Is the in-text citation in the correct form?
 - Did you use a variety of introductions to sources and cite them all correctly?

Plagiarism

- **Cite Information**
 - Did you cite where each bit of information came from? (Unless it is general knowledge or a personal experience the reader wants to know HOW do you know that.)
- **Correct Paraphrase**
 - Did you write statements in your own words? (Just changing a few key words is **NOT** paraphrasing, **it is considered plagiarism even if you give credit.** Totally re-write in your own words and then still give credit.)
- **Quotes**
 - Did you use quotation marks correctly and cite the source?
 - Do you have no more than 20% of the paper quotes from other sources?

Schedule of Assignments

(Student handouts are printed in landscape orientation)

Paper Two

This one includes research, so we now are including time to gather articles and revise your thesis as you go. I am also expecting more out of the review process, so be sure to give good feedback to your team, it ends up being more points for you!

- *The actual due dates for each process are on our class calendar.*
- *The directions for each step are in the lesson plans*

	schedule						
Paper 2 Readings/Lecture Thesis Research Structure Draft Peer Review/Revision Paper Due	Week 04 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
	Week 05 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
	Week 06 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						

Paper Three

This is a broader topic selection so it might take a little more time to narrow your thesis. You are really making progress and getting to know the process!

- *The actual due dates for each process are on our class calendar.*
- *The directions for each step are in the lesson plans*

	Paper 3						
	schedule						
Readings/Lecture							
Thesis							
Research							
Structure							
Peer Review							
Paper Due							
	Day 07	Week 07 Day 01	Day 02	Day 03	Day 04	Day 05	Day 06
	Day 07	Week 08 Day 01	Day 02	Day 03	Day 04	Day 05	Day 06
	Day 07	Week 09 Day 01	Day 02	Day 03	Day 04	Day 05	Day 06
	Day 07						

The Portfolio

Now you get to select your two best pieces and refine them even more. There are no new readings for this project, just making sure that your papers represent the best that you can do. Check all the comments that I have included and do your best work; you can do it!

- *The actual due dates for each process are on our class calendar.*
- *The directions for each step are in the lesson plans*

	schedule						
Portfolio	week 12 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
Choice of Essays	week 13 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
Revision	week 14 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
Peer Review	week 15 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
Revision Submit final Essays	week 16 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						
Portfolios are Returned to Submit	week 16 Day 01						
	Day 02						
	Day 03						
	Day 04						
	Day 05						
	Day 06						
	Day 07						

Skills Interaction Graph

Bloom's Taxonomy of Higher Order Thinking Skills		Level of Digital Taxonomy		Values	Attitude	Knowledge	Skills	Project Number
Learning Goal	Key Words	Taxonomy	Values	Attitude	Knowledge	Skills	Project Number	
Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or a report.	recognizing	remembering	value the power of analysis, understand the persuasive nature of an expository essay.	read in critical ways and understand the choices authors make in choosing a format to best reach their audience.	know that different style of writing are used for different purposes	students recognize different types of writing	1.2,3,4	
Students will be able to retrieve and select a reliable source.	selecting	understanding	value the structure and power of databases and reliable resources.	appreciate reliable sources, use databases that are relevant to the topic.	know that reliable sources help build a convincing point, know what is and isn't a reliable source.	use library and database research tools to find sources	1.2,3,4	
Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.	paraphrasing	applying	value peer reviewed and verifiable sources	critically analyze the foundation and appropriateness validity of sources	Discern what sources are appropriate to support a thesis, know how to paraphrase correctly	select appropriate sources, be able to critique sources in academically appropriate methods	2,3,4	
Students will construct Works Cited pages and in-text citations using MLA format to correctly attribute others' words and ideas.	attribute, implement	analyzing	value the importance of integrity in writing and crediting others for their work.	respect the work of other authors, appreciate the value of a citation protocol	know that there are different citation styles for different disciplines, know the importance of giving credit to authors	use correct format and different citation styles for Works Cited protocols	2,3,4	
Students will appreciate how structuring a paper in different ways can influence the impact on the reader.	structuring	analyzing	value the power of using structure to influence the reader	be willing to try different structures in essays	know how to work with different structures and how to choose the best structure for each purpose an essay	vary the structure of a paper to better convey the thesis of	3,4	
Students will learn how to evaluate and provide constructive suggestions to the classmates' writing.	evaluate, construct criticism	evaluating	value that writing is improved through the process of revision and collaborative input	be willing to get input from others and revise their work	learn the vocabulary to ask use correct for help, to incorporate suggestions, and to apply them to improve the end product	learn how to narrow and focus a topic, utilize resources and pace writing effectively	1.2,3,4	
Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.	selection, choices	evaluating	value the importance of how choices for each element of writing contribute to the entire essay	purpose to make thoughtful choices on major elements of an essay	learn how to narrow and focus a topic, utilize resources and pace writing effectively	structure, narrow and refine an essay in effective ways	1.2,3,4	
Students will synthesize what they have learned from their critical reading of class materials into their writing.	synthesizing	creating	value the various elements and resources available to help academic writers	utilize all necessary sources to improve writing	know how to incorporate class materials into writing output	incorporate class material into their essays	1.2,3,4	
Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.	writing	creating	value the process of writing an essay to meet specific requirements	willingness to apply writing principles to improve writing	know how to write an analytical essay to meet various parameters	produce an analytical expository essay that fits into class requirements and passes external review	1.2,3,4	

Project Descriptions and Evaluation Guidelines

Composition 1

Paper 1

We will be doing a series of readings, listening to lecture materials on our class Web site, posting comments on our discussion circles, and writing an 800-1000 word essay. The topic of the essay will be something dealing with any aspect of education. It can be based on a personal experience, your observations about trends in education, or the importance of education.

There are several steps to completing this task. Each step is designed carefully (not just busy work) to help you develop and improve your writing process. Someday, you will be writing papers for other classes or for your work. These tasks usually include getting directions, getting feedback from your peers, getting suggestions from your supervisor and then finishing your project. These steps are included in each of our papers. You can do the tasks on your own pace, but there are due dates for each task to help keep you on target. These due dates are on our class calendar. The graph of how many of the steps can overlap is included in your lesson timelines.

Abbreviations:

AW= The Academic Writer: A Brief Guide, 8th ed.

Step 1

Readings and Lecture

Read-

- AW: "Understanding the Writing Process" 21-41
- AW: "Strategies for Invention" 235-249
- Supplemental Reading on our Web Links
 - **Topic**
 - <http://www.fas.harvard.edu/~wricntr/documents/Topic.html>
 - **Essay Structure**
 - <http://www.fas.harvard.edu/~wricntr/documents/Structure.html>
 - **Thesis**
 - <http://www.fas.harvard.edu/~wricntr/documents/Thesis.html>

Watch-

- The lecture for Paper One, Step One on our class Web site

Share-

- Post an answer to Question One on our **Paper One** Discussion Circle
- Comment on at least two other student's comments

Email-

- Send me an email stating you have finished the readings, your comments to question one and the secret word from the lecture. This email can be brief, just a sentences is totally fine, but if you want to write more that is always welcome.

Step 2

Read -

- AW “Analyzing Rhetorical Situations” 42-79
- AW “Analyzing Texts and Contexts” 80-87
- Supplemental Reading on our Web Links
 - Beginning the Essay
<http://www.fas.harvard.edu/~wricntr/documents/Begin.html>
 - Outlining and Structure
<http://www.fas.harvard.edu/~wricntr/documents/Outlining.html>
 - Topic Sentences
<http://www.fas.harvard.edu/~wricntr/documents/TopicSentences.html>

Watch-

- The lecture for Paper One, Step Two on our class Web site

Share-

- Post an comment to *Paper One: organization* Discussion Circle
- Comment on at least two other student’s postings
- Post your proposed thesis on the *Paper One- Thesis* in our Discussion Circle
- Comment to at least two other students thesis proposals

Email-

Send me your proposed thesis, the secret word from the lectures and a proposed outline.

Step 3

Read-

AW “Strategies for Planning and Drafting” 250-263
 AW “Strategies for Revision” 280-304
 Supplemental Reading on our Web Links
 Conclusions
<http://www.fas.harvard.edu/~wricntr/documents/Conclusions.html>

Watch-

The short lecture for Paper One, Step Three on our class Web site

Share-

Post your rough draft to the Eli Review site in your assigned group (your group will show up when you log in) upload your paper and make comments on the other papers in your group following the guidelines in the directions.

Revise-

After reading the feedback from your peers, and going through the “Summary of Grading Rubric”

Submit-

Your paper to my email

Points for the paper-

Activity	Looking for-	Possible
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		Points
Step 1		
Readings/Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about the questions that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	7
Step 2		
Readings/ Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about topic, thesis that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	7
Submission of Thesis	Submission of thesis following the guidelines on the grading rubric	3
Submission of Outline	Submission of an outline of any type to show planned structure for the paper	7
Step 3		
Readings/Lecture	Reading Critically and applying material to assignment	3
Submission of Draft to Eli	Posting of a draft copy of your essay to Eli, the more refined your draft, the better feedback you can get.	7
Feedback to Peers on Eli	Posting feedback to the people of your group, following guidelines posted on Eli	10
First Paper	Paper will be graded according to the guidelines in the grading rubric.	50
Total Possible Points		100

Paper Requirements:

See the Grading Rubric for complete details on expectations for content. It will be 800-1000 words, 1 inch margins, double-spaced with either a Times New Roman, Courier, or Arial font. Your paper should talk about an aspect of education and show analysis of that

topic. Any information learned from sources needs to be cited. We will be using MLA format for citation, in this draft I will not be marking down for citation style, but any papers that copy the work of others without correct quotations will be given a “0”.

Learning Goals used in this paper-

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or report
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.
- Students will learn how to evaluate and provide constructive suggestions to the classmates’ writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.

Composition 1

Paper 2

This paper we will start to do what is at the heart of higher education: research and learning new things to develop new insights. We still have quite a few readings and lectures since this is your first research paper, but for papers three and four there will be fewer selections to read since you will be reading more in your research.

A secret that I have learned in helping hundreds of college students over many years is to find a way that works for you to organize and keep your research papers. If you choose to print out the papers, highlight what you are using and put a note in your paper so you can find your source again. When we have several sources we can waste a lot of time trying to find where we saw something. So, keep it organized and you will save a lot of time!

We will be doing a series of readings, listening to lecture materials on our class Web site, posting comments on our discussion circles, and writing an 800-1000 word essay. The topic of this essay will be **anything about an issue of local interest**. It can be something about the renovations or policy changes at LCC, unemployment in the capitol city, or any local company. This topic requires sources and can use local newspaper articles or personal interviews of key people. Think of the quality of investigative writing that you would enjoy for a newspaper special report. Remember to ask the "why, what, when, ..." questions. Avoid the second person tense (you, your) and try to avoid the first person (I, me) as much as possible.

There are several steps to completing this task. Each step is designed carefully (not just busy work) to help you develop and improve your writing process. You can do the tasks on your own pace, but there are due dates for each task to help keep you on target. These due dates are on our class calendar. The graph of how many of the steps can overlap is included in your lesson timelines.

Abbreviations:

AW= The Academic Writer: A Brief Guide, 8th ed.

PSM= The Pocket Style Manual, 6th ed.

Step 1

Readings and Lecture

Read-

- AW: "Doing Research: Joining the Scholarly Conversation" 141-182
- AW: "Strategies for Reading" 216-234
- AW: "Finding Appropriate Sources" 93-98

Watch-

- The lecture for **Paper Two, Narrowing Your Topic** on our class Web site
- The lecture for Paper Two, Finding Sources on our class Web site.

Share-

- Post your proposed topic in our Discussion Circle
- Comment on at least two other student’s comments

Email-

- Send me an email stating you have finished the readings, the online discussions and your proposed topic. This email can be brief, just a sentences is totally fine, but if you want to write more that is always welcome.

Step 2

Read -

- PSM "Evaluating Sources" 94-99
- PSM "Avoiding Plagiarism" 100-103, 107-110
- PSM "Sample Essays" 159-162
- PSM "MLA Documentation Style" 121-158

Watch-

- The lecture for **Paper Two, Step Two- Library and Database Tour** on our class Web site
- The lecture for **Paper Two, Step Two - Building a Working Bibliography** on our class Web site

Share-

- Post AT LEAST five sources (cited correctly) and a short summary to our Paper Two, Step Two Discussion Circle
- Comment on at least two other student’s postings- does the citation look correct, is this a valid source, do you know of other sources that might be helpful?
- Post your proposed thesis on the ***Paper One- Thesis*** in our Discussion Circle
- Comment to at least two other students thesis proposals

Email-

Send me your working Bibliography, the secret word from the lectures and a proposed outline.

Step 3

Watch-

The short lecture for Paper Two, Step Three **Writing Research Papers** on our class Web site

Share-

Post your rough draft to the **Eli Review site** in your assigned group (your group will show up when you log in) upload your paper and make comments on the other papers in your group following the guidelines in the directions.

Revise-

After reading the feedback from your peers, and going through the “Summary of Grading Rubric”

Submit-

Your paper to my email

Points for the paper-

Activity	Looking for-	Possible
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		Points
Step 1		
Readings/Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about the questions that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	7
Step 2		
Readings/ Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about topic, thesis that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	3
Submission of Working Bibliography	Submission of thesis following the guidelines on the grading rubric	7
Submission of Outline	Submission of an outline of any type to show planned structure for the paper	7
Step 3		
Readings/Lecture	Reading Critically and applying material to assignment	3
Submission of Draft to Eli	Posting of a draft copy of your essay to Eli, the more refined your draft, the better feedback you can get.	7
Feedback to Peers on Eli	Posting feedback to the people of your group, following guidelines posted on Eli	10
First Paper	Paper will be graded according to the guidelines in the grading rubric.	50
Total Possible Points		100

Paper Requirements:

See the Grading Rubric for complete details on expectations for content. It will be 800-1000 words, 1 inch margins, double-spaced with either a Times New Roman, Courier, or

Arial font. Your paper should talk about an aspect of local concern and show analysis of that topic. Any information learned from sources needs to be cited. We will be using MLA format for citation, in this draft I will not be marking down for citation style, but any papers that copy the work of others without correct quotations will be given a “0”.

Learning Goals used in this paper-

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or report
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.
- Students will learn how to evaluate and provide constructive suggestions to the classmates’ writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to retrieve and select a reliable source.
- Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.
- Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.

Composition 1

Paper 3

For this paper you will simply listen to lecture materials on our class Web site, posting comments on our discussion circles, and writing an 800-1000 word essay. The topic of this essay will be **anything of current interest**. It can be something about the national, international or even local issues. The professors in the portfolio committee have read thousands of papers about Think of the quality of investigative writing that you would enjoy for a newspaper special report. Remember to ask the "why, what, when, ..." questions. Avoid the second person tense (you, your) and try to avoid the first person (I, me) as much as possible.

There are several steps to completing this task. Each step is designed carefully (not just busy work) to help you develop and improve your writing process. You can do the tasks on your own pace, but there are due dates for each task to help keep you on target. These due dates are on our class calendar. The graph of how many of the steps can overlap is included in your lesson timelines.

Abbreviations:

AW= The Academic Writer: A Brief Guide, 8th ed.

PSM= The Pocket Style Manual, 6th ed.

Step 1

Readings and Lecture

Read-

- AW: "Doing Research: Joining the Scholarly Conversation" 141-182
- AW: "Strategies for Reading" 216-234
- AW: "Finding Appropriate Sources" 93-98

Watch-

- The lecture for **Paper Three, Finding Sources** on our class Web site

Share-

- Post your proposed topic in our Discussion Circle
- Comment on at least two other student's comments

Email-

- Send me an email stating you have finished the readings, the online discussions and your proposed topic. This email can be brief, just a sentences is totally fine, but if you want to write more that is always welcome.

Step 2

Read -

- PSM "Evaluating Sources" 94-99
- PSM "Avoiding Plagiarism" 100-103, 107-110
- PSM "Sample Essays" 159-162

- PSM "MLA Documentation Style" 121-158

Watch-

- The lecture for **Paper Three- In Text Citation** on our class Web site
- The lecture for **Paper Three - Building a Working Bibliography** on our class Web site

Share-

- Post AT LEAST five sources (cited correctly) and a short summary to our Paper Two, Step Two Discussion Circle
- Comment on at least two other student’s postings- does the citation look correct, is this a valid source, do you know of other sources that might be helpful?
- Post your working bibliography in our Discussion Circle
- Comment to at least two other students thesis proposals

Email-

Send me your working Bibliography, the secret word from the lectures and a proposed outline.

Step 3

Watch-

The short lecture for Paper Two, Step Three **Writing Research Papers** on our class Web site

Share-

Post your rough draft to the **Eli Review site** in your assigned group (your group will show up when you log in) upload your paper and make comments on the other papers in your group following the guidelines in the directions.

Revise-

After reading the feedback from your peers, and going through the “Summary of Grading Rubric”

Submit-

Your paper, including the Works Cited page, to my email

Points for the paper-

Activity	Looking for-	Possible Points
Step 1		
Readings/Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about the questions that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	7
Step 2		
Readings/ Lecture	Reading Critically and applying material to assignment	3

Discussion Participation	Thoughtful comments about topic, thesis that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	3
Submission of Working Bibliography	Submission of thesis following the guidelines on the grading rubric	7
Submission of Outline	Submission of an outline of any type to show planned structure for the paper	7
Step 3		
Readings/Lecture	Reading Critically and applying material to assignment	3
Submission of Draft to Eli	Posting of a draft copy of your essay to Eli, the more refined your draft, the better feedback you can get.	7
Feedback to Peers on Eli	Posting feedback to the people of your group, following guidelines posted on Eli	10
First Paper	Paper will be graded according to the guidelines in the grading rubric.	50
Total Possible Points		100

Paper Requirements:

See the Grading Rubric for complete details on expectations for content. It will be 800-1000 words, 1 inch margins, double-spaced with either a Times New Roman, Courier, or Arial font. Your paper should talk about an issue of either local or national importance and show analysis of that topic. Any information learned from sources needs to be cited. We will be using MLA format for citation, in this draft I will not be marking down for citation style, but any papers that copy the work of others without correct quotations will be given a “0”.

Learning Goals used in this paper-

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or report
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.

- Students will learn how to evaluate and provide constructive suggestions to the classmates' writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.
- Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.
- Students will construct Works Cited pages and in-text citations using MLA format to correctly attribute others' works and ideas
- Students will be able to retrieve and select a reliable source.

Composition 1

Paper 4

For this paper you will simply listen to lecture materials on our class Web site, posting comments on our discussion circles, and writing an 800-1000 word essay. The topic of this essay will be **your choice of anything of current interest**. It can be something about the national, international or even local issues. The professors in the portfolio committee have read thousands of papers about Think of the quality of investigative writing that you would enjoy for a newspaper special report. Remember to ask the "why, what, when, ..." questions. Avoid the second person tense (you, your) and try to avoid the first person (I, me) as much as possible.

There are several steps to completing this task. Each step is designed carefully (not just busy work) to help you develop and improve your writing process. You can do the tasks on your own pace, but there are due dates for each task to help keep you on target. These due dates are on our class calendar. The graph of how many of the steps can overlap is included in your lesson timelines.

Abbreviations:

AW= The Academic Writer: A Brief Guide, 8th ed.

PSM= The Pocket Style Manual, 6th ed.

Step 1

Readings and Lecture

Watch-

- The lecture for **Paper Four, Improving your Writing** on our class Web site

Share-

- Post your proposed topic in our Discussion Circle
- Comment on at least two other student's comments

Email-

- Send me an email stating you have finished the readings, the online discussions and your proposed topic. This email can be brief, just a sentences is totally fine, but if you want to write more that is always welcome.

Step 2

Watch-

- The lecture for **Paper Four, Step Two- Revisions** on our class Web site

Share-

- Post AT LEAST five sources (cited correctly) and a short summary to our Paper Two, Step Two Discussion Circle
- Comment on at least two other student's postings- does the citation look correct, is this a valid source, do you know of other sources that might be helpful?

Email-

Send me your working Bibliography, the secret word from the lectures and a proposed outline.

Step 3

Share-

Post your rough draft to the **Eli Review site** in your assigned group (your group will show up when you log in) upload your paper and make comments on the other papers in your group following the guidelines in the directions.

Revise-

After reading the feedback from your peers, and going through the “Summary of Grading Rubric”

Submit-

Your paper, including the Works Cited page, to my email

Points for the paper-

Activity	Looking for-	Possible Points
Step 1		
Readings/Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about the questions that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	7
Step 2		
Readings/ Lecture	Reading Critically and applying material to assignment	3
Discussion Participation	Thoughtful comments about topic, thesis that meets guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree)	3
Submission of Working Bibliography	Submission of thesis following the guidelines on the grading rubric	7
Submission of Outline	Submission of an outline of any type to show planned structure for the paper	7
Step 3		
Readings/Lecture	Reading Critically and applying material to assignment	3

Submission of Draft to Eli	Posting of a draft copy of your essay to Eli, the more refined your draft, the better feedback you can get.	7
Feedback to Peers on Eli	Posting feedback to the people of your group, following guidelines posted on Eli	10
First Paper	Paper will be graded according to the guidelines in the grading rubric.	50
Total Possible Points		100

Paper Requirements:

See the Grading Rubric for complete details on expectations for content. It will be 800-1000 words, 1 inch margins, double-spaced with either a Times New Roman, Courier, or Arial font. Your paper should talk about any topic and show analysis of that topic. Any information learned from sources needs to be cited. We will be using MLA format for citation, in this draft I will not be marking down for citation style, but any papers that copy the work of others without correct quotations will be given a “0”.

Learning Goals used in this paper-

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or report
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.
- Students will learn how to evaluate and provide constructive suggestions to the classmates’ writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.
- Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.

- Students will construct Works Cited pages and in-text citations using MLA format to correctly attribute others' works and ideas
- Students will be able to retrieve and select a reliable source.

Composition 1

Portfolio

Now you will choose the best two of your essays, make final revisions and then submit them for your final portfolio

Step 1

Readings and Lecture

Watch-

- The lecture for **Portfolio , How it works** on our class Web site
- The lecture for **Portfolio, Making Revisions**

Share-

- Post your first revisions on both papers on **the Eli Review Site** and follow the directions in evaluating your team's papers

Revise-

- Make further revisions based on feedback from your peers and my earlier comments.

Step 2

Watch-

- The lecture for **Portfolio, Submitting your Portfolio** on our class Web site

Email-

- Follow the directions on the video to submit your portfolio

Points for the paper-

Activity	Looking for-	Possible Points
Step 1		
Discussion Participation	Thoughtful comments about the papers that meet guidelines in grading rubric, comments to peers that add to the conversation (more than just “I agree”—why do you agree). Feedback that integrates material from class lectures and reading materials.	20 bonus
Step 2		
Submission of Portfolio	Successful incorporation of suggestions by the instructor and peers; successful completion of essays following guidelines in the class rubric. Successful evaluation by external readers, each paper is worth up to 300 points.	600
Total Possible Points		620

Paper Requirements:

See the Grading Rubric for complete details on expectations for content. There will be two 800-1000 words, 1 inch margins, double-spaced with either a Times New Roman, Courier, or Arial font. One of the papers must have sources. Any information learned from sources needs to be cited. We will be using MLA format for citation, in this draft I will not be marking down for citation style, but any papers that copy the work of others without correct quotations will be given a "0".

Learning Goals used in this paper-

- Students will be able to recognize the difference between an analytical essay and other forms of writing, such as a narrative paper or report
- Students will appreciate how structuring a paper in different ways can influence the impact on the reader.
- Students will learn how to evaluate and provide constructive suggestions to the classmates' writing.
- Students will learn how to make effective choices in topic selection, resources, structure, and content to write an analytical essay.
- Students will synthesize what they have learned from their critical reading of class materials into their writing.
- Students will be able to write in a clear and persuasive manner, and present an idea in the analytical expository format.
- Students will be able to incorporate reliable sources into their writing, paraphrasing and quoting effectively.
- Students will construct Works Cited pages and in-text citations using MLA format to correctly attribute others' works and ideas
- Students will be able to retrieve and select a reliable source.

Class Blog Postings

My Background

My Teaching-

I have a very eclectic background. My teaching philosophy has been forged through lots of trial and error, after reading lots of books and attending classes on what was definitely the “best” way to teach, then experiencing that what was in the textbooks didn’t always translate well to the students. Finally, I found that the way that worked for me was to listen to the students and adapt to their method of learning. I use a lot of questions in working with students and encourage us to go on a “journey” of learning and discovery together, I’m not afraid to be directive at first so the students have a clear idea of expectations, but then I quickly try to “vanish” my direction and let them be self-guided as soon as possible.

My Credentials-

In teaching, the proof is the results of what we do. I always like to point to my students as the proof that something, despite all my mistakes and weaknesses, worked. I was originally trained as a music teacher (I love the arts) and then through a series of events, I ended up home-schooling my four children (a girl and three boys) up to college (over 18 years of teaching). They became- an ER nurse (BSN, CCRN, RN, EMT, FEMA emergency specialist), an attorney (who was a world class classical guitarist, winning the MTNA national competitions in college as a classical guitar major), a supply chain manager (who at the age of 20 was running all of Unilever’s exports to Puerto Rico and is now a fairly high level manager at Crane Engineering (an aero-space firm) at the age of 26), and a 3D graphic designer/programmer (who worked for a few start-up firms as a 3D graphic designer before getting a steady job with Jackson National Life as a programmer). They are all married and I have three grandchildren (2 girls and a boy).

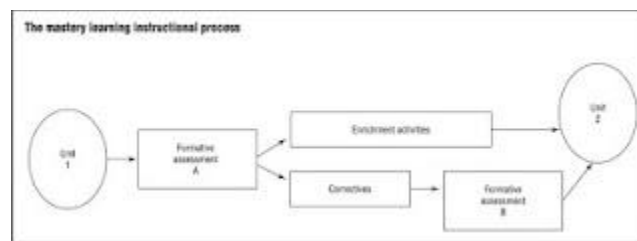
My Professional Profile-

What was originally a promise to my father, while I was taking care of him as he was dying of cancer, to write his biography, became a journey I never thought would happen. After I went back to school to sharpen my writing skills I found that I loved writing and working in the digital environment. It allowed me to communicate beyond words-- incorporating color, design, interactivity, art, and even sometimes music-- to communicate to people. I started working at the Writing Center at Lansing Community

College (LCC) to help pay for my tuition and found that I loved working with the adult student as much as I have always loved working with children. So after completing associate's degrees in Web Site Design and Creative Writing at LCC, my bachelor's with a double major in Computer Information Management and Management at Northwood University. Now I am in the Master's program in the Telecommunications, Information Studies and Media department working in Computer Information Management with a cognate in Internet, Society, and Policy.

I have an assistantship at the MSU Writing Center, work part time for the LCC Writing Center, tutor writing for students at Siena Heights University, tutor a student in Taiwan, have my own Web-Site design firm (Beachcomber Design, LLC), and currently am consulting on a Web-based software project for the Michigan Hospital Association (along with being a full-time grad student). For fun I love to travel, hang out at the beach or by the pool over in Muskegon and Grand Haven, play guitar with a contemporary music band for our church, cook, and most of all play with my grandkids.

Overview of an Article that Reflects my teaching Philosophy-



I truly believe in “Mastery Learning,” breaking skills that need to be acquired into connected units that are easier for the students to remember. I love giving fairly rapid and encouraging response to help lower frustration levels at the early stages of the learning process, and to build confidence. After a short while the teacher/facilitator can step back and allow the student to learn more and more on their own. In my experience, builds students who not only have a love for learning, but also will continue to grow and discover as they have positive early memories about the learning process. If students encounter frustration and discouragement in the early stages of any class or new skill attainment, they will often push through, complaining all the way and then just do the minimum to get by. Through Mastery Learning the student can gain true confidence from seeing early progress and getting a taste of success.

Guskey, T. (2009). Mastery Learning. *Education.com*. Retrieved from <http://www.education.com/reference/article/mastery-learning/>

My Digital Spaces

It is hard to define where my digital spaces are. As long as I have my computer, which is all the time, I can whip it out and start writing. Because of WiFi and my hotspot I can also do research almost anywhere.

Work

My primary workplace is at the Writing Center at MSU. It is a wonderful place to write, I am surrounded by people who care about writing, get to work with students at all levels of the writing process. I get to see them come in all stressed and frustrated--hand them a few tools to help improve their writing -- and see them leave happy. I LOVE my job.

Since I love multi-tasking, I like to get a project running on one computer (say, compressing some digital files) then I can switch to the other for writing while the first one is thinking. Yes, it could be done on one computer, but then the response slows down and that is not only frustrating, it slows or even stops my creative flow. At home I have a large PC desktop with two monitors and then put two laptops at either side...then I am in the "zone," with my music going; I am in my digital space.

Other places I work- Lansing Community College Writing Center. I don't have a picture with me, but a similar situation. However, we work with a lot of non-traditional as well as remedial students. I think last year over 30% of the new students needed remedial classes to qualify for college classes. We also help a lot of refugees and international students. Everything from students who struggle for an hour to construct one complete sentence to computer programmers from India who speak three languages and are preparing for transferring to the physics departments of major universities. I also tutor a few writing students at Siena Heights, tutor writing students in Taiwan via Skype (pretty much weekly), and work on a Web-based program for the Michigan Hospital Association for my company, Beachcomber Design, LLC.

All of these place I write. I breathe, I speak, I write, I drink tea....sometimes I sleep a little bit.

Where I would like to be writing

I worked hard a few weeks ago to help beautify an area on our deck so I could sit, sip my tea and feel like I am on vacation at some bed and breakfast. I love the outdoors in the summer; I like to pretend I am there even when I am not. So, pretty much everywhere is my digital space.

Affordances and Apple

Affordances-

Very rarely has one term been embraced by so many and redefined by almost every discipline that uses it. The concept of affordance is very important in all areas of design- whether it is design for a computer interface, design of a commercial building, or the design of a writing course. These areas often use the term affordance with different meanings, but underlying it all (in my humble opinion) the basic concept of affordance is essential to successful design of everything. To me it is much like Einstein's Unified Theory, there should be some basic principle that holds everything together in successful design. However, like the Unified Theory- it should be there, but somehow it hasn't been found yet. Even though Norman's interpretation of Affordance is quite different from Gibson's, they both have important elements of truth that shouldn't be overlooked. And because of their importance I wanted to offer a few more thoughts on the subject, even though our major focus on this topic was last week- it should be in the back of our mind in all the technological choices we make.

In Donald Norman's article, "Affordances and Design", the goal of the educator- their affordance- should be apparent to the student (or user). If the affordance of the activity is to encourage interactivity among students with a group writing assignment, then the tool that is chosen to accomplish this task should not only really do the task, it should be apparent that this is the way the task should be accomplished. This is especially important for educators preparing the environment for our students. The technologies we use should facilitate the learning and not offer barriers and frustrations that are not necessary to the learning process.

Norman's guidelines-

1. Follow conventional usage, both in the choice of images and the allowable interactions
2. Use words to describe the desired actions
3. Use Metaphor
4. Follow a coherent conceptual model so that once part of the interface is learned, the same principles apply to the other parts.

The tools that we use to accomplish our goals should be following a "coherent conceptual model" to make sure that our real goals are met. Unified interface helps tremendously in allowing the student to focus on the learning task and not be distracted by simply struggling with the interface.

This philosophy of User Interface was fully embraced by Apple in their products. Their philosophy is that users should be able to accomplish their task in a way where they don't really

feel like they are interacting with a computer, it should flow intuitively. For many years I was a whole hearted Windows person. I programmed with Windows products, I understood what was happening in my computer, but it took years of serious study to get to the point where I could load a program and be able to find out what was happening when the computer got slow, needed to be reformatted, or just needed to be taken apart to fix. Finally I tried a Mac because we had to use it for my computer graphics class, it was amazing. Within a few minutes I was able to figure out the interface and adjust. Drawing with it was so smooth, and the user interface responded effortlessly to me. After my new Windows laptop broke down three times in the first year I had it, I started getting all Apple products (along with the rest of the world). I grew to really love the ease with which I could accomplish my tasks.

As we choose technology and design interface- it should **DO** what we want it to do, and it should be intuitive in usability. As with any writing project, I always ask my students- **WHO** is the audience. If we don't write in a way that speaks to the audience, then we need to rewrite. If we design and choose technologies that the students can't understand or use, then we need to redesign and rethink our choices. Each item we choose should make sense and be accessible for the users. Learning a new way to do things will always be resisted, unless the user sees a benefit in learning this new task.

This adds a new layer to get to our affordance; we need to convince the user that it is worth the effort to learn how to use this tool to get the goal accomplished. This is where metaphors and storytelling can help people adapt to new technologies. Much like the Apple iPad ads- "This is what we believe. Technology alone is not enough. Faster, thinner, lighter -- those are all good things. But when technology gets out of the everything becomes more delightful, even magical. That's when you leap forward. That's when you end up with something like this." (Apple, 2011)

Neuman, D. (1999). Affordance, Conventions, and Design. Interactions. Retrieved from http://www.jnd.org/dn.mss/affordance_conv.html

Maximizing the Impact: The pivotal role of technology in a 21st century education system

This actually isn't a book, but it almost is. It is a report issued by the State Educational Technology Directors Association, a national organization that is serving the educators and leaders in each state. The title is - *Maximizing the Impact: The pivotal role of technology in a 21st century educational system*. It covers areas such as "proficiency, innovation in teaching and learning, and developing robust educational support systems". It chronicles how different states have applied technology in the classroom and what has worked and what has not worked. Unlike some reports that seem to put a sugar coating on anything labeled "technology," it asks some hard questions and thinks of concerns that stakeholders have in educational changes. Even though the target market is K-12 education, the principles still apply to the college level. It is also important for us to be aware of what exposure to technology the new college students have who are coming into the university level. Things are changing at a very rapid pace in some districts and states, while others have barely budged.

Key words that pop up frequently in this document are "comprehensive" and "proficient". The danger in teaching a technology based class is that we pick all the newest and coolest software and apps without thinking about the overall picture and what our goals are. The second danger is that we introduce too many things too quickly...this forces the student to race to just finish the projects and complete the tasks needed to get their grade and never become proficient at anything. I found the report easy to read and having some very interesting points.

Vockley, Martha. *Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System*. Partnership for 21st Century Skills. <http://www.p21.org>, 2007. ERIC. Web. 12 June 2012.

Online Education and MOOCs

Ready or not, massive changes in online education are on the way. Several universities, like Stanford and MIT, are now offering Massively Open Online Courses (MOOC) and the Gates foundation has donated a total of \$9 million towards these online programs. This model has been growing in popularity and might turn into a “disruptive” change in education overall. Some affiliate colleges are using the online content from the major university, such as lectures and exercises, and then locally they provide additional material locally.

Some of the major recipients of the funding are pioneering programs with an emphasis on low cost, high quality educational opportunities. This potentially could fundamentally change education, just like Windows and the PC fundamentally changed the office environment.

One of the other innovations that the Gates Foundation is sponsoring is a response to the high cost of education, a "MyCollege Foundation" to help lower income students and provide educational opportunities. Very interesting, and opens up new opportunities if it proves successful.

What does all of this mean to educators? It is hard to say at this point. What I find hopeful is that education, even presentations from some of the best teachers in the world, are now available free or for very low cost. For educational institutions, this means that they will have to have extra value in their offerings to compete with these programs. I think it means it is more imperative than ever that we wisely use technology; we can't just "go online," we have to thoughtfully make choices that will best serve the particular students that we are trying to reach.

Young, J. R. (June 19, 2012) Gates Foundation Gives \$9 Million in Grants to Support Breakthrough Education Models. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/blogs/wiredcampus/gates-foundation-gives-9-million-in-grants-to-support-breakthrough-business-models/37037>

Teaching and Learning

The selections that we read about Teachers and fundamental philosophies that guide how we interact with our students in learning communities were all very good and encouraged me to think in a more theoretical way about my teaching style. However, none rang as true as Vygotsky's supportive assistance to the learner, and especially the concept of "fading." I have also seen this concept referred to as "vanishing". The concept of scaffolding has been something that I have done for literally decades, and it has been very successful in producing confident learners that have a desire to go on and continue to learn more. People love to learn, we are build to acquire information. As Bill said, "try to go a day without learning something." We just have to convince the students that 1) they are learners and 2) what we are trying to show them is important and achievable. It is often negative experiences that cause people to think that they can't: write, do math, sing, draw, learn a language, or acquire any new skill.

Since I work primarily in helping students with writing projects I've probably had over a hundred students tell me, "I can't write very well" or "I hate writing" and after working at the Writing Center for several sessions to later tell me, "I wish I had known this before" or "this is really fun". One of the students who I first met a few years ago came in saying he hated writing, wasn't very good at it, and just wanted to pass the class. He loved to talk and he had a lot of opinions, once he learned the tools for writing he started getting 4.0 in all his classes (he had a 1.5 GPA before). He now works at the LCC Writing Center and is majoring in Professional Writing. I used the principles of scaffolding and vanishing, but I also added quite a bit of direction in the very beginning of our interactions. This student had a very poor self image, he had faced a lot of failures in his life and he wasn't at the point where I could even give him a simple task and let him finish it alone. We had to walk together through it.

I find that students often are very insecure at first; I know that I am also this way, and it helps tremendously to have initial guidance and simple tasks, so both the facilitators (instructor) and the learner (student) are able to work together through the task. First of all I think it is important to talk to the student and find out their goals...in a one-to-one setting this is very easy. In an online setting this can often be accomplished through guided introductions –people love to talk about themselves and through their

disclosure we can often find clues that help us to see their overall goals and their apprehensions in writing. I like to be more directive at first, demonstrating how things can be done. Note: I always emphasize this is ONE of the MANY ways to approach writing, there is no “right” or “wrong” method. I like to work like a chef on a cooking show. I always discuss each step that I suggest and tell the learner(s) why I do things in this particular way. Then I step back and work more as a cheerleader and when needed sometimes give more specific guidance like a mentor, but always giving honest evaluation, looking for areas that are really promising. Even the most basic reader can tell when something is written effectively. False praise doesn’t help them and they lose respect for the instructor. But just criticizing doesn’t help at all either. There needs to be a balance and recognition of what elements are good in the learner’s writing and what elements need revision.

As I look to better refine my own writing, and especially my teaching philosophy statement, it helps tremendously to look at the theoretical background that other experts have already developed to see what we can learn. And I guess that brings me to one of my other key beliefs. The best teachers are also learners.

My Technology Tool

When reading the assignment of sharing a technological teaching tool, my initial thought was, “What tool can I positively not teach without...” Actually I can teach without anything, but I am a visual learner and I love to add as much modality to my teaching as possible. My goal is that every type of learner will find at least some small thing that they can relate to. If I have a white board or chalkboard, I will use that. If I don’t have those tools, I will use a piece of paper and draw connections and diagrams to illustrate my point. So in the digital age, PowerPoint has become my chalkboard. However, it is so ubiquitous that it has become marginalized and used in ways that does not fully realize its potential. The program is often utilized poorly and both students and instructors tend to dread yet another “death by PPT presentation”. Yet this is such a neglected tool, it is much like the obedient child in a large family...often overlooked and almost always underappreciated.

I think one of the essential things about all technological adaptations in education is that we truly look at what methods and tools can help accomplish the task of teaching with the tool “vanishing” and the student only being aware of what they are learning. In user interface design, the goal is to design the technology so that the user can intuitively just perform an action and his or her objective is met. For example, people love to look at pictures. Imagine sitting down on your sofa with a photo album in hand. You gaze at the pictures and your hand reaches over and pulls the page over to access the next picture. You can close the book and pick up another one. The iPad tries to give that same experience in the digital world. The user can sit comfortably anywhere and with a swipe of the hand go from picture to picture. Or, just by touching the book in a certain way, they can close the album and open another one. It is so natural and intuitive that toddlers can learn to use it; the task is accomplished smoothly without the technology getting in the way. In the same way, PowerPoint, or any other presentation tool, should be used to accomplish the instructor’s task.

Through careful design of the presentation, it can be very persuasive and help those with different learning styles to stay connected and add to the learning process. When it is used poorly, it can detract from the learning process, even to the point of ruining the entire session and losing all the students. It is a lot like seasoning to a dish, the right amounts make it absolutely wonderful; however, when there is too much, or used incorrectly, it can be unpalatable.

Reflection on Critical Perspective Readings: Technology brings shifts of power

Thinking about our responsibilities as educators and bringing information to those who need it-

In reading the excerpt from “The Whale and the Reactor” by Langdon Winner, and after having the session which focused on having a democratic and accessible infrastructure, I thought a lot about the current state of the Internet and how it’s accessibility has allowed radical change and social paradigm shifts to happen. His focus was on physical infrastructure, but in thinking about using technology in the classroom I find it good to reflect about how technology has changed government, education and business. These changes have brought a shift of power, but those powers haven’t been fully realized yet.

At the governmental level, the Arab Spring would not have happened without a way to communicate messages to massive amounts of people. Peers sharing information with peers has opened the door to massive upheaval. The traditional methods of change usually include a strong leader and small team that develops an alternative message that gradually builds momentum until over a long period of time this group is able to plan a new way of governing. Existing structures usually try to fight these changes, but if enough people embrace the new concepts...change happens.

Now, massive groups of people can be spurred into action, whether it is camping out at Tahir Square or Occupying Wall Street. However, there often isn’t time to truly process the alternative answer. That is why these movements brought out people who are not happy with the ways things are right now, but their voices are not unified in the proposals of solutions for what should be.

In the educational level, the massive open online courses (MOOCs) are changing options for education. Just like Wikipedia and Google basically killed Encyclopedia Britannica, yet at the same time democratized information. No longer does one need hundreds or thousands of dollars to invest in a personal library so help with your child’s homework. They can almost instantly find the facts they need to know. Instead of paying thousands of dollars to participate in a class of interest, interested students can log on and freely participate in classes taught by top experts from some of the most well known universities in the world.

Yet, the success rate in finishing online classes is still abysmal. Universities that offer primarily online degrees are often viewed with skepticism. There is no uniform way of preventing cheating in online sections, or to verify that the student has actually done the work they claim to do—therefore the online educational model needs ways to validate their reliability.

In the business realm, the Internet has profoundly changed how businesses market themselves and how they interact with customers. Businesses are not limited by borders or middlemen. They can market directly to the customer and respond more quickly to the needs and desires of their customer base. Even the smallest of businesses has the potential to reach a world audience.

However, because of the massive shifts of advertising revenue, jobs in local newspapers, magazines and media outlets have been eliminated. Larger businesses, particularly media producers, feel threatened by new entities and widespread use and adoption of copyrighted materials has caused major businesses to attempt to stop user-generated material on the Internet.

Technology has provided a new wave of democratization. Even some of my homeless students have cell phones and can send text messages. Yet the massive established powers are starting to fight this movement, each entity trying to maintain power and control.

What can we do? As learners who care about freedom and helping students we should stay aware of what is happening in the legal and political realm, this is where laws are being planned even now that might change things drastically. Speak up when needed, and let our students know that being able to access information freely is a relatively new privilege. Knowledge is power, and those in power often have tried to block or limit access to knowledge.

Review of "Online Education Forum by Dykman and Davis"

This paper is truly worth a read, it is fairly short, but truly packed with essential information for instructors using the online format. It is the middle of three papers published by the Journal of Information Systems Education from the "Online Education Forum". The result of extensive research brought out many of the key components that are needed for successful use of online education. Among these are many concepts that are quite different than what is considered normal pedagogy for traditional classes.

1) Clear Organization- encouraging students to "explore" doesn't work as well online. In a face-to-face environment the instructor can watch for signs of frustration in the students and be able to give guidance as needed. In the online environment, very defined and clear objectives are needed to ensure that students know precisely what is expected of them.

2) Coaching- the instructor needs to communicate not just in the new format, but spend extra effort to build relationships with the students. Just waiting for the students to initiate all contact, according to this research, is not sufficient. The professor should take initiative and provide constant feedback to continually coach and encourage the students. This is quite different from many pedagogies, even the idea of scaffolding and vanishing. Because of the lack of face-to-face interaction with the student, the instructor cannot easily adjust to the student's growing changes in ability. Instead coursework has to be carefully designed before the class starts, changes midway are often misunderstood and can lead to confusion. Which leads to the next point-

3) Consistency- All the various aspects of an online course should be designed to provide an atmosphere of consistency, quality and caring. The instructor can set the standards for discussion and involvement.

I found this paper extremely helpful in planning my class material. It is easy to want to plan a program that is full of "bells and whistles" to impress my peers with how much I know about technology, but if I truly care about the students and I want to provide a platform where they can truly learn something, I need to take these principles to heart.

Overall, I found more packed into this journal article than many books that I've read about teaching in the digital environment. Also, I thought it was interesting that one of the authors, Dr. Dykman got her MA from Michigan State and went on to get a PhD

and MBA in Management Information Systems (very close to what I am doing right now - the Master's part that is).

Dykman, Charlene A., PhD., and Charles K. Davis PhD. "Online Education Forum: Part Two - Teaching Online Versus Teaching Conventionally." *Journal of Information Systems Education* 19.2 (2008): 157-64. *ABI/INFORM Complete; ProQuest Research Library*. Web. 27 June 2012.

Reflection of "Genesis of Educational Media"

Sometimes it helps to step back to look at something with a meta-view and then to return to the micro-level to really know what to think about it. I feel that much of the focus of this class, at least for me, has been on the micro-level. I am constantly thinking about, "What decisions do I make as I choose different technologies to use with my students?" At the micro-level it is easy to lose sight of the bigger picture, to forget that the technological choices we make have been faced by generations of instructors before us. The short journal article, "The Eventful Genesis of Educational Media" is a nice little summary of all the major changes of the past century, starting with Edison's invention of educational films, up to the advent of the Internet. Even though the article has an overall tone that is rather negative towards using technology innovation in teaching, the negativity is not towards the innovation itself: it is more towards the unrealistic attitude that this new (methods, product, technology) will make education more successful and revolutionize how people learn. The writer chronicles how with each new product both the market and the public were hopeful for massive changes, yet at the same time educators were often hesitant to quickly adapt these innovations, and over time the early buzz faded and education plodded along. These innovations included movies, audio tapes, learning machines, VCRs, and eventually micro-computers. Up to this point, market forces were pressing for the educational system to turn out workers that would run the factories and delivery system of the Industrial Revolution. However, with the changes in the demand for knowledge workers, the rumbling of massive change had started.

Then, like a tidal wave coming in, suddenly technology has invaded almost every aspect of education. Even the most Luddite of educators has to acknowledge the pace of innovation and scope of technological change that we are facing today is unprecedented. This article cites a survey of Stanford University professors in the 1980s, only a few were using the Internet at all for instruction, even though they were using technology to write papers and make presentations. Now, Stanford University is a pioneer in providing Massive Online Open Courses, with hundreds of thousands of students from around the world participating. According to Wim Westera, market forces, along with "educational

practice, educational research, and educational technologies” work together to bring about change in educational practices.

Westera, Wim. "The Eventful Genesis of Educational Media." *Education and Information Technologies* 17.3 (2012): 345-60. ProQuest Research Library. Web. 27 June 2012.

The Discussion Circle: The App that I Would Like Develop

Discussions don't usually happen in a linear, carefully delineated way. Early bulletin boards had files (topics) and users could easily pick a topic and make linear comments to that post and further comments could go off from those until the discussion died off. A good discussion board might have pages of topics, and over time these would gradually fade away. It was very easy to program this type of interaction in the computer, easy to use, but it wasn't very conducive for encouraging continued interaction. However, it is a very good system for developing a product, working on a team or tracking a response in a defined environment. It was about the best that could be expected for that time and that level of technology.

Times have changed, and the possibilities for discussion-assistive tools are comparatively limitless. For developing my app, I looked at the natural, biological processes that seem to replicate how societies function. There is often a central node (stalk, stem, host) that other, smaller nodes break off from. These in turn grow, and they develop clusters of life that grow to the point where they break off and form new clusters.

To see this demonstrated in the real world I like to think of a cocktail party—a place where people could go and mingle with many people, make connections and have some good discussions. There is one central node, usually around the host or hostess; from that group smaller groups branch off to discuss other topics. Some people work the room going from group to group before settling into one deep discussion. My app tries to replicate this experience (without the alcohol—although users can add this if they want).

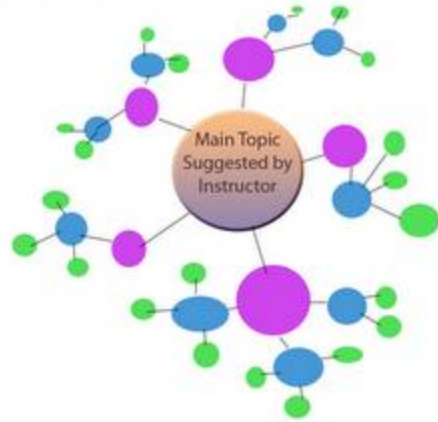
The overall layout is a large central node, or discussion area, that has many discussions breaking from that main topic and further breaking into comments on comments. The user can easily see the topic, and as they come into the room they can “see” where most of the comments are and join that discussion, or they can dig deeper into a tangent that they find particularly interesting. The goal of the app is to get the participants to move freely from group to group, to easily see the topics, to engage the participants, and to encourage participation at any point of the discussion. It is a more organic design than the traditional discussion board, it encourages a free flow of discussion and movement rather than isolating users into “rooms” or “chains”. The initial

view would be much like Prezi; the user can zoom in and move from group to group very readily. The theoretical drawing I have included shows color-coding for each level of discussion; this could be one possible view of the discussion room. Another possible view would be all the circles are color coded with each participant having their own color and pattern combination. This way the group facilitator, as well as each user, can easily see who is participating and the level of involvement for each participant.

I think this tool could be extremely useful for education. The instructor could readily observe participation levels, evaluate the subjects they are discussing, and contribute in areas as needed. The circular and organic layout encourages more interaction and movement between topics and among the participants. The circles would contain a box where the student could post comments, pictures or links. The circle would grow larger as more people affix comments to it; this could also help users to quickly have a visual “feel” for the dynamics of a discussion. For example, a second level comment on a topic might generate responses from many students, so it could potentially grow and draw even more attention. I think that the students might enjoy seeing that their comments make a physical difference in the shapes and it helps them visualize how their input truly “expands” the discussion and adds value. Instead of being a static comment in a line of comments, their comment gives growth and influence to the overall discourse.

I could see this app as being part of a suite of applications used for online instruction; additionally, it could be used in any situation (business or education) where an online discussion forum would be desired.

- = Primary Response to Topic
- = Secondary Response
- = Tertiary Response



Reflections of a Face to Face Graduate Seminar

It is hard to add to the fabulous remarks that Maria has so succinctly published, I totally agree that the sessions were amazing. It showed some of the potential of what Online Education could be and could do, given the right organization, structure and such great participants and an instructor who has put a lot of thought into the process.

I thought back about my experiences in online education. I had been out of college for a long time (almost three decades) and I knew I wanted to go back to college, as my career and my life was going to face massive changes in just a short time: 1) the last of my students, my children, were finishing up high school and going off to college, 2) my father, who I had been taking care of for over seven years, was dying of cancer, 3) with my outdated credentials and background in teaching music, there wasn't much of a chance to get back into that field, and I really wasn't that interested in it. I wanted to go back to get trained in something I could do to really help others. Because of tight budget issues at the time I knew that LCC was my only option and I would have to pay my own way. I took something simple to see if I could handle college level work, since I was still teaching our home school, my very first foray into Online Education was a MSU extension class about British Gardens. It was well organized and I loved the videos, interactive maps and I could handle the interaction. Then I took classes at Lansing Community College (LCC) in writing with an honor's section that was a hybrid class. Again, I had a great professor, he knew how to handle online environments and get the most out of the digital environment. I signed up for more online sections, they allowed me to work when I had free time (late at night and weekends) and I didn't have to worry about driving my old car downtown and getting stranded, or searching for parking; online education was fabulous. Then I had a class taught by a typical online instructor: a nightmare.

Over the years, I have had probably ten or more online classes through LCC, Northwood University, and now MSU. Even though I am highly self-motivated, good at working on my own, know how to structure and maximize my time, and can teach myself, I still have had to fight my way through some online classes. I've faced professors that: had no apparent organization, would not return messages for weeks, had obviously just slapped their face-to-face material online, had no clue how to use the Content Management System, hated teaching online, would not use any online features, and some who even quit in the midst of the semester. I had group projects online with a range of classmates that were brilliant to nonexistent, checking in only for the introduction. After working in the writing center and getting to know the professors I found that often professors were assigned online sections only a week or two before the semester

started. Actually only two professors in the whole writing and English department (about fifteen total instructors including adjuncts) had any specific training or pedagogy for online education. LCC administration considered the required online training module for how to use the school's CMS as full training for teaching online. At the same time, my major focus became computers, information management and the potential for using these tools in education. On the innovative side, the programmers and developers are working furiously to bring products to the marketplace that could potentially upend the traditional methods of education.

There are millions of dollars going into usability studies and improvements on the delivery and hardware side, but from what I heard in talking to recent college graduates that had focused on education- the theoretical training and preparation for teaching in these new environments just wasn't happening. At the same time, college administrators were promoting online classes since they are very scalable and profitable, they allow for higher influx of students when needed, and can easily be reduced as student populations wane, without creating massive infrastructure to house classrooms.

It appeared there was a need to do research on how to build bridges and help simplify the delivery of online classes and ways to help instructors rethink their pedagogy to not fight the online environment, but optimize it.

Even though my summer was going to be incredibly busy, I really wanted to see what this class had to offer, it was exactly what I wanted to learn more about.

The set-up was extremely effective. Using the time before the face-to-face sessions to get to know each other and build some foundational understanding on key topics was very beneficial. Instead of wasting precious class time in "team building" or "getting to know you" activities, we were able to dive into the more difficult concepts of how WE were going to apply these principles. The ability to discuss the issues in depth right away was wonderful and intimidating at the same time. It felt like being thrown into a raft and setting off on a white-water expedition.

It did, indeed, cause me to rethink everything.

A few conclusions at the moment-

1) Future instructors going into education at any level should take a class (or classes) on using technology in education. They will have to face choices on what to use and how to use it. Even children in rural Africa sometimes have wind up computers and local networks. It is like the transition from scrolls to books with pages that turn.

Message: **learn to turn the pages.**

2) The potential to use online tools is almost limitless, so is the potential to confuse or overwhelm students. In every lesson, every activity it is important to carefully consider both our students (our audience), what we want to teach (our thesis), and our limitations (MAPS). Every decision should carefully weigh the affordances and disaffordances.

Message: **look before you leap.**

3) Seeing a tool like ELI was a revelation to me, and a revolution in my thinking. Finally a tool developed by instructors to help improve the process of education. Most tools are developed by businesses (Angel, Blackboard, and Desire to Learn) and programmers. They are designed as a business tool, some of these designers take user interface seriously, but very few understand educational pedagogy and that is why when it comes to using the product in the classroom there is chaos.

Message: **there is hope.**

There is light at the end of the tunnel, unfortunately it is a freight train coming. If we don't want to end up as part of the scenery we need to change our paradigms of education and how to convey to our students a joy towards learning, even in an online environment. Instead of shaking our fist at change, instructors need to learn how to harness it and channel it to meet our needs.

Change is going to happen, we just need to be alert and look for ways to avoid the pitfalls as we embrace the benefits.

Changes in my Learning Goals- Designing Technology Instead of Just Using It

There are two basic uses for technology in education- as tools in the face-to-face environment or as the basis for a totally online class. In each of these situations, as a result of this class, I have learned there is a need to really step back and make thoughtful evaluation about the use, or even non-use of technology.

Many times students take online classes as a last resort, only if other sections are full or because the class that they need is only offered online. At the same time, instructors often dread online sections because of the poor results, extra workload, and lost connection with the students. With the current advances in technology, online classes shouldn't be dreaded, by either the instructor or the student. Ideally, professors could design a class that will become a preferred choice by students, a place where they could learn even more than in the F2F environment, utilizing tools that provide multiple ways to learn and benefit all learning styles. A key to this transformation is fundamental changes in design, developing technological tools that have built into their design pedagogical content knowledge (TPCK). I think as more of these tools proliferate, the better the student experience will be for both the student and the teacher.

Even in traditional settings, technology should be purposely, and thoughtfully used. Just using the latest and most impressive technology might impress fellow instructors, but it often only frustrates the students...or in best-case scenarios, the focus becomes just learning the tool and not actually meeting the learning objectives. Unless, the learning objective is to learn that specific technological tool, the technology becomes a distraction. The key is to use whatever we use thoughtfully and purposefully.

I think one of the main "tools" that I would want to have, or design, is a single place to have as a launching place for any and all technological tools that I use. That way the student could log into one page, one spot, and go into all the various tools and platforms that are needed for successful completion of the assignment/project/class.

Even though I "live" with my computers, tablet, and mobile devices, I find it irritating to try to remember where various places are that we are supposed to use for a class, what my username was for that particular class and what the password was. To students, these

“minor” irritations become barriers that hinder them from successfully completing the task of being participating learners.

Overall, this class has been revolutionary in my thinking. I came into it after having many classes online (over 10) and having experiences that ranged from better than face-to-face (my statistics class- she used multiple videos for lectures and showing how to solve homework and enter data into the calculators to run statistical analysis) to horrible (a class about networking- the professor got married in the second week of a summer class, had a death in the family, just disappeared for most of the semester and then they lost all of the documents submitted for the entire semester in a CMS glitch). Overall, my experience has been that most instructors didn't really use the medium very well and there seemed to be no apparent pedagogical reason for how they approached the class. It always felt like it was a face-to-face class that got thrown into the online environment. In knowing the potential for developing better tools for online instruction from my background in programming and computer work, I was constantly frustrated by the programs being developed by the IT side; they were good for keeping track of students, but horrible for the teacher and student interactions. My revolutionary revelation was to see a product like Eli that is being developed BY and FOR educators. It was like hearing Handel's Hallelujah Chorus in the distance. There is hope.

As more products are developed using TPCK, choosing to teach in an online environment will someday be the first choice instead of the last resort. Also, the boundary between online and face-to-face will become less defined as traditional classes use more Web based tools (such as Eli).

Teachnology Statement

(My Teaching with Technology Philosophy)

Teachnology Statement

As a young teacher thrust the hand of her stubborn, blind and deaf young student under the flow of cool water she spelled into her hand yet again, one more time the letters for w-a-t-e-r. Suddenly, the girl's face lit up, she understood. Helen Keller's teacher, Anne Sullivan was able to do what many was thought impossible. A blind, deaf and mute student could use meaningful words to communicate her thoughts and emotions. This scene summarizes much of what I believe about education. It is often not glamorous; it involves a lot of work, dedication, careful planning, and persistence. Most of all, it requires the belief that the students have value, and that education is the key to their future.

I believe that education is the elemental key to open doors; it should not become a barrier that keeps a student from fulfilling their potential. I intentionally plan learner-centered activities that can reach students with multiple learning styles. I let my students know that no matter where they are from, no matter what they have been through, they can overcome the past. My objective is to give them confidence through meeting achievable goals that are mutually set. Through these activities, students see that they have the ability to learn even challenging concepts. Evidence of the efficacy of this philosophy is the change in their attitude and academic performance. Even though these changes are often only incremental, they become stepping stones which students can traverse in their quest for knowledge. "People seldom see the halting and painful steps by which the most insignificant success is achieved," Anne Sullivan.

I believe that students love to learn, especially when they realize that what they are learning is challenging, interesting and relevant. The danger in seeking to remove barriers to education is that we also remove the challenge. Students may see activities without a growing challenge as menial and demeaning, and then they lose interest. Even though I seek to remove barriers, I purposely encourage the students to stretch beyond their previous accomplishments and constantly reach for the next level. The students help set their own goals and learn to work collaboratively, generating an excitement that is evidenced by a spirit of friendly competition in the classroom. As educator Marva Collins said, "The essence of teaching is to make learning contagious, to have one idea spark another."

I believe that the goal of each class is to go beyond the course objectives; it is to build a life-long love for learning, develop critical thinking skills, to move beyond mediocrity, and teach students to be an advocate for themselves. Through carefully planned activities and clear objectives these abstract principles can be turned into actual accomplishments. I work cooperatively with students, letting the learning process organically develop and stepping back as

quickly as possible. I use vanishing in my teaching, so that as the student gains skills and confidence, I quickly try to get out of the way, much like Lev Vygotsky's scaffolding and fading concepts.

I move from being directive in the early stages of a class, to more of a cheerleader and collaborator as the class moves forward and finally to the observing co-leader. I feel that I have achieved my purpose as the students no longer need me, and they are able to succeed in their studies. My greatest joy is to see my students develop tools that will help them in their educational journey; as well as grow in the joy of learning. I hope that as a result of our interactions they will gain important skills, beliefs and values, which they in turn, can pass on to others.